



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date: 1/13/2015	Interviewer: Sue Guenter-Schlesinger	RFA #15 – 01
Person(s) Requesting Assistance: [REDACTED]		
Contact Numbers (telephone, e-mail, etc.): [REDACTED]		
Status of Person(s) Interviewed (title, position, student status, etc.): Senior instructor (NTT), [REDACTED]		
Requested Assistance Pertaining To (name, position, policy, project, etc.):		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☒ Administrator ☐ Faculty ☒ Staff ☐ Student ☐
 Concern Regarding: Male ☐ Female ☐ Administrator ☐ Faculty ☐ Staff ☐ Student ☐

Category: *(Please check at least one)*

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|--|--|--|-------------------------------------|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input checked="" type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression | | | | |

Time Line		
Date	Item	Comments
1/13/2015	LKL t/c with [REDACTED]	[REDACTED] spoke with [REDACTED] about some of her concerns regarding how LGBTQ issues in [REDACTED] Class was taught by a particular faculty member and that it was of concern esp. to [REDACTED] studies who culturally won't speak up about. It.
1/15/2015	LKL meeting with [REDACTED]	[REDACTED] indicates that [REDACTED] instructor is person who is insensitive in teaching LGBTQ part of [REDACTED] studies curriculum and that curriculum overall should be reviewed for consistency and sensitivity about subject matter. [REDACTED] tells Laura about "handout" that she found on the "P" drive that she feels promoted stereotypes about gay marriage and which [REDACTED] felt was offensive and insensitive.
1/16/2015	SGS t/c with [REDACTED]	Sue talks with [REDACTED] about the issue. [REDACTED] indicates he feels handout is offensive and inappropriate. Sue indicates she will meet with [REDACTED] and then [REDACTED] and get back to him.

1/21/2015	SGS t/c with [REDACTED]	Sue touches base with [REDACTED] about issue and he also feels handout is offensive and inappropriate. [REDACTED] is fine with Sue having [REDACTED] as the [REDACTED] poc.
1/23/2015	SGS [REDACTED] and Joanne DeMark meeting	<p>[REDACTED] talks with Sue (asked Joanne, president, LGBTQ Advisory Council and there for support; [REDACTED] informed she could have union rep there too but declines). [REDACTED] indicates that she does not want to file a complaint but wants assistance form the EO Office.</p> <p>[REDACTED] is especially offended since it follows on feeling hurt from a comment regarding her marriage last year which [REDACTED] indicated [REDACTED] made that she found offensive and insensitive.</p> <p>[REDACTED] reviews handout (see file) and indicates how inappropriate this can be and that there is lack of review/consistency in materials used by instructor to teach any piece of the [REDACTED] course that also deals with race, gender and other legally protected characteristics. Sue indicates she will talk with [REDACTED] about this but also needs to discuss [REDACTED] on how there might be some review process for being qualified to teach this kind of subject matter, which requires evaluating instructors beyond their ability to teach [REDACTED].</p>
2/4/2015	SGS t/c with [REDACTED]	SGS asks [REDACTED] to meet with her and reviews issue briefly on phone. Goes through protocol, including right to union rep. [REDACTED] says she is too busy to meet but may be able to do so in several weeks.
2/11/2015	SGS t/c with [REDACTED] and [REDACTED]	SGS informs [REDACTED] and [REDACTED] that [REDACTED] is not going to meet in the immediate future with Sue and suggests that discussion about departmental review of curr. And materials proceed and she is happy to serve as a resource regarding the EO-related issues/materials.
2/23/2015	[REDACTED] writes to EEO mailbox	[REDACTED] says has been busy but is requesting some materials we had discussed about help in preparing to represent both sides of controversial issues in the classroom. Sue responds and says is discussing broader issues about curriculum with the leadership so may be premature to send resources at this time and says her department will follow up regarding consistency in curriculum.
3/12/2015	SGS meets with [REDACTED] and [REDACTED]	<p>[REDACTED] and [REDACTED] discuss with SGS the possibility of the EO Office as a resource as they develop way to ensure the [REDACTED] classes are taught sensitively, the instructors' are able to do this effectively and the curriculum materials are reviewed and consistent.</p> <p>[REDACTED] indicates he may need to meet with Chuck Lambert to talk about what [REDACTED] can do about creating a review that may be similar to ACC (Acad. Curr. Comm) which currently doesn't exist for [REDACTED]</p>
		[REDACTED] will follow-up with EO Office and possibly request some LGBT training in future and/or participation in discussions regarding consistency in curriculum regarding the [REDACTED] class.